

**Ector County Independent School District**  
**Zavala Elementary**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

Believing OUR students are THE future, the mission of ECISD and Zavala Magnet Elementary is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society

## Vision

We believe that EVERY child can succeed in reaching their academic goals to become a responsible and productive citizen.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Campus Type: Choice School

Campus Size: 499

PreK-2nd

Economically Disadvantaged: 74.35%

African American: 4.41%

Hispanic: 89.18%

White: 4.81%

American Indian/Alaskan: 0.20%

More than 2 races: .80%

Pacific Islander: .40%

LEP: 37.27%

### Demographics Strengths

The PreK-2 classrooms meet the required student/teacher ratio 22:1.

All classrooms have highly qualified teachers.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 52% Economically Disadvantaged and EL students met growth at the end of year MAP test. **Root Cause:** Lack of quality Tier 1 instruction

and small group intervention.

# Student Achievement

## Student Achievement Summary



### Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021  
District: Ector County ISD

Norms Reference  
Growth Comparis  
Weeks of Instruct

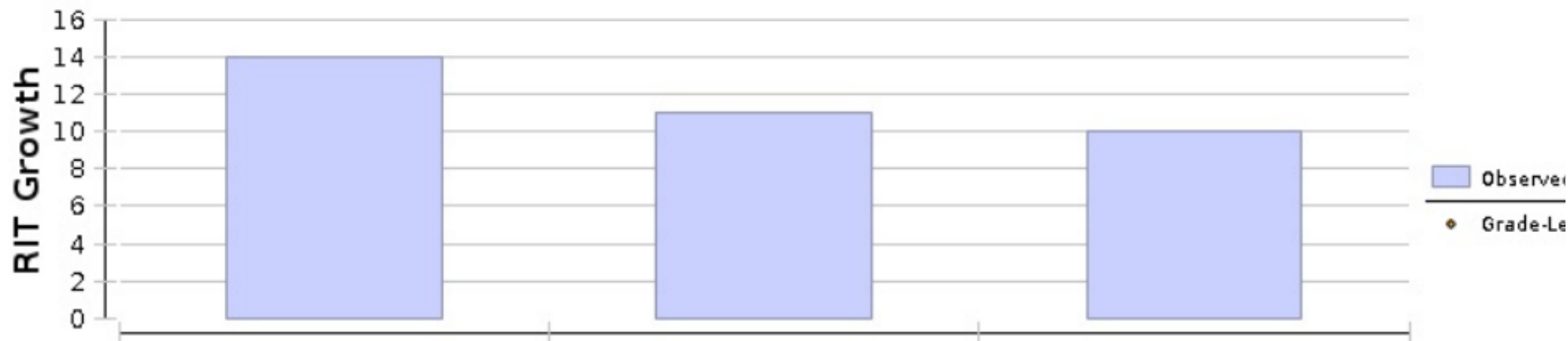
Grouping:  
Small Group Disp

#### ZAVALA ELEMENTARY SCHOOL

Language Arts: Reading  
(Spanish)

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth Ev				
		Fall 2020			Spring 2021			Growth		Grade-Level Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
K	39	136.6	9.0		150.7	12.0		14	1.6			
01	33	146.4	13.6		157.5	15.4		11	1.7			
2	33	164.0	10.7		173.5	10.6		10	1.0			

#### Language Arts: Reading (Spanish)





# Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021  
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Weeks of Instruct

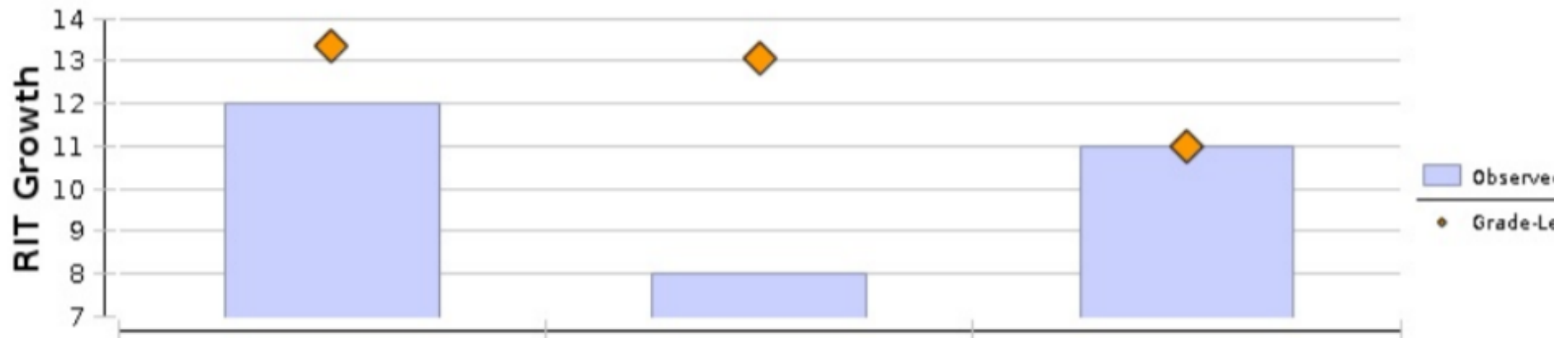
Grouping:  
Small Group Disp

## ZAVALA ELEMENTARY SCHOOL

Language Arts: Reading

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth Ev					
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Co Pr
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	
K	78	140.2	9.4	71	152.1	9.8	59	12	0.9	13.4	-0.72	23	
01	77	156.1	12.9	46	163.6	12.9	16	8	1.2	13.0	-2.69	1	
2	80	162.2	13.5	5	173.2	13.7	6	11	0.8	11.0	-0.01	50	

### Language Arts: Reading





# Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021  
District: Ector County ISD

Norms Reference  
Growth Comparison  
Weeks of Instruction

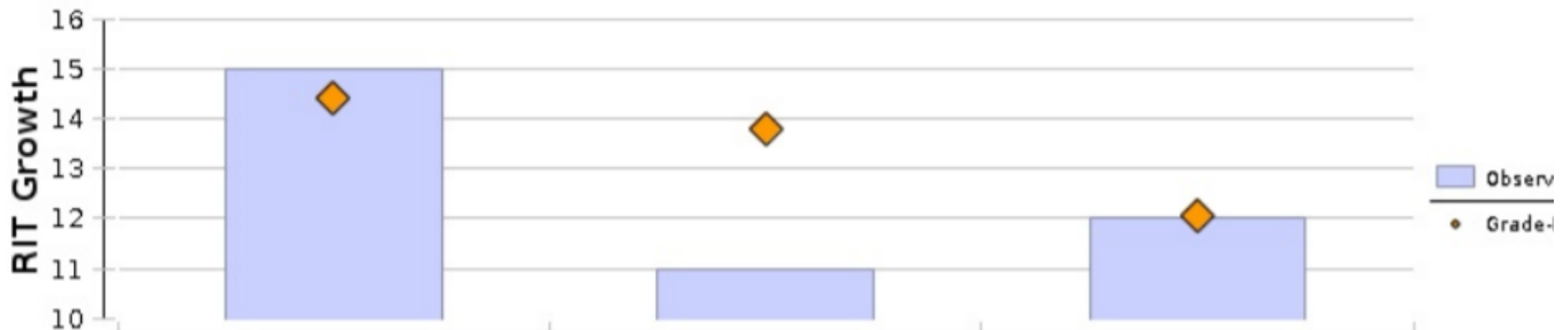
Grouping:  
Small Group District

## ZAVALA ELEMENTARY SCHOOL

Math: Math K-12

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth E			C		
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	F
K	116	141.5	12.7	59	156.4	11.2	62	15	1.0	14.4	0.26	60	
01	108	155.5	13.8	19	166.2	15.1	9	11	1.0	13.8	-1.50	7	
2	81	171.2	13.8	22	183.1	13.5	22	12	1.1	12.1	-0.09	47	

### Math: Math K-12





### Student Achievement Strengths

Zavala's bilingual students showed improvement on the MAP test in September 2020 from 60% to April 2021 74%.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Zavala's attendance rate will increase from 93%-94.5%. **Root Cause:** Student illness (flu, strep throat, stomach bug) and unable to contact parents. Parents feared students would be exposed to COVID.

**Problem Statement 2 (Prioritized):** Zavala students lack emergent literacy skills and have large literacy gaps according to MAP data. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

**Problem Statement 3 (Prioritized):** Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.

# School Culture and Climate

## School Culture and Climate Summary

School culture is of great importance at Zavala. The first experience in school must be positive and one where students feel safe. The school climate is centered around Conscious Discipline and CHAMPS, building relationships and safety for all.

All staff members communicate to parents and students the importance of safety, relationships and independence. Parental involvement is important at Zavala. Zavala offers many family activities that encourage parent and student engagement.

Zavala has an average of 499 students.

23 classroom teachers

1 Fine Arts teacher

1 Physical Education teacher; 1 aide

2 Special Education teachers, 2 aides

1 Magnet teacher

1 Counselor

1 Media specialist clerk

1 Instructional Coach

1 Dyslexia Interventionist

1 Reading Coach

1 SAS Counselor

2 flex aides

PK: 4 teachers (2 monolingual/2 bilingual); 4 aides

Kinder: 4 monolingual teachers, 2 bilingual teachers

1st: 4 monolingual teachers, 2 bilingual teachers

2nd: 4 monolingual teachers, 2 bilingual teachers

Zavala will continue working to strengthen our VIPS program, community engagement and parent involvement.

Zavala schedules PTA meetings and programs every month, we offer 9-week Magnet Showcases, Family Reading Night, Family Math Night, Family Science Night, Family Game Night, Fall Festival, Polar Express Night, Meet the Teacher, Open House, family projects (pumpkin decorating, gingerbread house decorating, egg drop)

### **School Culture and Climate Strengths**

The staff at Zavala works diligently to ensure parents are welcomed to the school and the staff ensures they have a working relationship with all parents. Our Zavala students are excited to come to school. All students are greeted when they walk into the building as are their parents.

Zavala participates in all district parental involvement initiatives such as VIPS, PTA, Magnet Showcase, Family Math Night, Family Reading Night, and Family Game Night. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys, report cards, as well as Meet the Teacher, Open House, Parent Orientation Meetings, and Parent Conferences by all classroom teachers.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members. **Root Cause:** Additional Conscious Discipline and CHAMPS training are needed.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All Zavala students will be taught by highly qualified teachers and instructional paraprofessionals. Zavala has flex aides that pull small groups throughout the day to pull for reading intervention.

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, and Odessa Pathways. Additionally, the district posts available positions on a variety of platforms. ECISD undergoes a hiring process that ensures candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirements. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

### Information for Comprehensive Needs Assessment for Campus 123-Zavala Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	40	8
15/16	2	42	9
16/17	2	41	9
17/18	3	42	9
18/19	3	31	7
19/20	2	30	7

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	0.00%	43.59%	87.50%
15/16 to 16/17	50.00%	69.05%	66.67%
16/17 to 17/18	100.00%	53.66%	77.78%
17/18 to 18/19	0.00%	38.71%	28.57%
18/19 to 19/20	100.00%	67.74%	85.71%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	12.50%	32.50%	20.00%	35.00%	37.05%

15/16	2.38%	38.10%	19.05%	40.48%	33.33%
16/17	14.63%	36.59%	17.07%	31.71%	31.71%
17/18	14.29%	38.10%	16.67%	30.95%	19.05%
18/19	0.00%	29.03%	19.35%	51.61%	19.35%
19/20	3.33%	30.00%	13.33%	53.33%	20.00%

*\* Data for each school year is from the Fall PEIMS Data*

### **Staff Quality, Recruitment, and Retention Strengths**

Zavala's teacher retention rate is 75%.

Teachers with 0 years experience is 3%; 1-5 years 32%; 6-10 years 16%, more than 10 years 44% and 13% have a Masters Degree.

Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members, book studies, team-building events, and other activities to keep morale high on the campus

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** There are limited applicants applying for positions within ECISD. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided reading, guided math, Imagine Learning, Brainchild, Unique Learning, reading services, and Frog Street Press to close the achievement gap.

Additionally, resource allocations in the form of textbooks, supplemental materials, and classroom technology contribute to student performance by providing tools to utilize when educating students.

Teachers, dyslexia teachers, reading coach, tutors, special education personnel, and flex aides support the programs and intervention services that allow for the opportunity to close the achievement gap. COGAT, Naglieri, CLI, short-cycle assessments, MAP, Imagine Learning, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Team level planning, PLCs, and campus leadership teamwork to continue creating TEKS mastery and understanding. All staff members follow the scope and sequence and plan with their grade level.

Grade level meetings and PLCs discuss assessments, data, interventions needs to stay aligned with curriculum, drive instruction, plan RTI and structure small groups, guided reading, and guided math.

## Curriculum, Instruction, and Assessment Strengths

Zavala will focus on following the District adopted textbook, and Scope and Sequence with fidelity. We will utilize district strategies such as KNOW/SHOW, aggressive monitoring, academic laps, etc. when planning lessons. All teachers will utilize the district planning template. All Pre-K teachers will utilize Frog Street Press and the CLI to test students. Flex aides provide reading intervention to at-risk students.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels.

**Root Cause:** Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.

**Problem Statement 2 (Prioritized):** Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress, and intervention. **Root**

**Cause:** Lack of campus-wide data monitoring tool being implemented continually and monitored with fidelity.

**Problem Statement 3 (Prioritized):** Teachers receive training with no follow-up training during the year to ensure success. **Root Cause:** Teachers are not able to develop skills and content due to lack of follow-up with training.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent involvement and engagement are important to a child's success in school. Zavala offers many activities for parents, students, and staff members:

Meet the Teacher, Open House, grade level programs, math and reading nights, Pumpkin decorating with parents, muffins with mom, donuts with dad, empanadas with grandparents, Fall festival, gingerbread house decorating with parents, book fair, Christmas store, PS I Love You, Dr. Seuss Day, Egg Drop, Talent Show, Book Parade, Kite Day, Transportation Parade, Airplane Day, Bookworms for Literacy, field day

Zavala will purchase books for students and parents to read at home and work on reading skills, phonics, comprehension, story elements, and identifying parts of a book. Zavala staff and families will partner to work together to build better readers and create a family reading environment at the homes of our students.

## Parent and Community Engagement Strengths

Zavala Magnet Elementary will continue to increased family and community involvement through Volunteers in Public Schools, PTA, and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement. Zavala will purchase planners and take home folders to use as a form of communication with parents.

Meet the Teacher Night, Parent Orientation, Open House, Academic Family Nights, Parent meetings for special area activities, Two face-to-face meetings with parents, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, Magnet Contract, PTA Board will meet and set goals, Zavala Twitter, Zavala Facebook, VIPS Recruiting event, Magnet Showcase, and Book Fair.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parent involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

## School Context and Organization

### School Context and Organization Summary

The staff at Zavala work hand in hand to meet the needs of every student. The teachers are provided professional development and resources that will help close the achievement gap. All staff members are included in campus decisions during PLCs, faculty meetings, and committee meetings.

### School Context and Organization Strengths

Zavala staff focus on student growth, data, expectations, and meeting the needs of each individual student.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Lack of quality TIER 1 instruction resulted in poor student performance of all sub-populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor.



# Technology

## Technology Summary

All classrooms have In Focus projectors, Smartboards, document cameras and computers. Each student has access to an iPad. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS, Imagine Learning, and MAP.

Students have district access to Imagine Learning, Discovery Education, Unique Learning (Special Education), Brainchild and MAP Assessment. Teachers are provided with laptops and are trained on how to use them to enhance instruction.

The district will ensure that every students will have access to a device for the 2021-2022 school year.

## Technology Strengths

The instructional technology department works with campuses to replace classroom and computer lab computer systems (computers, document cameras, Infocus) and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Zavala is a one-to-one campus.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction. **Root Cause:** Lack of teacher training in technology implementation and follow-up training.

# Priority Problem Statements

**Problem Statement 1:** Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction.

**Root Cause 1:** Lack of teacher training in technology implementation and follow-up training.

**Problem Statement 1 Areas:** Technology

**Problem Statement 2:** Lack of quality TIER 1 instruction resulted in poor student performance of all sub-populations in all core areas.

**Root Cause 2:** Lack of quality lesson planning with appropriate levels of rigor.

**Problem Statement 2 Areas:** School Context and Organization

**Problem Statement 3:** Parent involvement is low due to various contributing factors.

**Root Cause 3:** Factors that contribute to low parent involvement include, lack of planning and implementation of parent involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 4:** Teachers receive training with no follow-up training during the year to ensure success.

**Root Cause 4:** Teachers are not able to develop skills and content due to lack of follow-up with training.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress, and intervention.

**Root Cause 5:** Lack of campus-wide data monitoring tool being implemented continually and monitored with fidelity.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels.

**Root Cause 6:** Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 7:** There are limited applicants applying for positions within ECISD.

**Root Cause 7:** The cost of living deters applicants from accepting positions in ECISD.

**Problem Statement 7 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 8:** Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members.

**Root Cause 8:** Additional Conscious Discipline and CHAMPS training are needed.

**Problem Statement 8 Areas:** School Culture and Climate

**Problem Statement 9:** Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement.

**Root Cause 9:** Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.

**Problem Statement 9 Areas:** Student Achievement

**Problem Statement 10:** Zavala students lack emergent literacy skills and have large literacy gaps according to MAP data.

**Root Cause 10:** Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

**Problem Statement 10 Areas:** Student Achievement

**Problem Statement 11:** Zavala's attendance rate will increase from 93%-94.5%.

**Root Cause 11:** Student illness (flu, strep throat, stomach bug) and unable to contact parents. Parents feared students would be exposed to COVID.

**Problem Statement 11 Areas:** Student Achievement

**Problem Statement 12:** 52% Economically Disadvantaged and EL students met growth at the end of year MAP test.

**Root Cause 12:** Lack of quality Tier 1 instruction and small group intervention.





**Problem Statement 12 Areas:** Demographics

# Goals

**Goal 1: Foundational Excellence:** ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 1:** Annual student attendance will increase from 93.5% in 2020 to 94.5% in 2021.

**Evaluation Data Sources:** Weekly reports  
Attendance final year report for 2021-2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance goal of 94.5%</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers, counselor, attendance clerk, parents</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Performance Objective 1 Problem Statements:





Student Achievement
<p><b>Problem Statement 1:</b> Zavala's attendance rate will increase from 93%-94.5%. <b>Root Cause:</b> Student illness (flu, strep throat, stomach bug) and unable to contact parents. Parents feared students would be exposed to COVID.</p>

**Goal 1: Foundational Excellence:** ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 2:** Zavala will embed technology for any time, anywhere teaching and learning.

**Evaluation Data Sources:** Zavala will strive to have one-to-one technology access for teachers and students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Working to provide one-to-one technology will enable students, teachers, and leaders to implement and monitor personalized learning for all.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Zavala students and staff will have personalized access to one-to-one technology.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology Department, Campus Administration, classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Technology 1</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**





<b>Technology</b>
<p><b>Problem Statement 1:</b> Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction. <b>Root Cause:</b> Lack of teacher training in technology implementation and follow-up training.</p>

**Goal 1: Foundational Excellence:** ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 3:** Zavala will provide differentiated processes for priority classrooms and students.

**Evaluation Data Sources:** Lesson plans, walk-throughs, student data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Effective transitions will be planned and implemented for Pre-K and 2nd grades to maintain the academic learning of students. Kinder-2nd grades will implement LLI and PreK will implement CLI interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**





<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. <b>Root Cause:</b> Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.</p>
<b>School Context and Organization</b>
<p><b>Problem Statement 1:</b> Lack of quality TIER 1 instruction resulted in poor student performance of all sub-populations in all core areas. <b>Root Cause:</b> Lack of quality lesson planning with appropriate levels of rigor.</p>

**Goal 1: Foundational Excellence:** ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 4:** Zavala will provide a safe and supportive learning environment.

**Evaluation Data Sources:** Counselor referrals, discipline reports, and 100% of staff members trained in Darkness to Light/Stewards of Child prevention program and reporting requirements.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Awareness training for staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on the Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS, and Sexual Harassment training.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will receive training. Safe and supportive environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Leadership Team Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 4 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members. <b>Root Cause:</b> Additional Conscious Discipline and CHAMPS training are needed.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. <b>Root Cause:</b> Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.</p>

**Goal 1:** Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 5:** Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

**Evaluation Data Sources:** Character Ed Lessons by Counselor 3 times a month for PK-2; Lower Referral Numbers





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of SEL research and practice. Assistance for teachers and students with recurring behavior issues.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 2:** Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 1:** In 2021-2022, Zavala will offer a job-embedded, personalized professional learning system for teachers.

**Evaluation Data Sources:** Employee Performance Evaluations - TTESS  
 Staff Retention Rates  
 Eduphoria STRIVE  
 Staff Exit Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs and observation will show the implementation of job-embedded PD. Improved learning time</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth. Provide guided reading and guided math training and workstation training for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved math and reading tier 1 lessons and interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principals and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** There are limited applicants applying for positions within ECISD. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.

**Curriculum, Instruction, and Assessment**





**Problem Statement 1:** There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. **Root Cause:** Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.

**Problem Statement 2:** Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress, and intervention. **Root Cause:** Lack of campus-wide data monitoring tool being implemented continually and monitored with fidelity.

**Goal 2:** Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 2:** The campus teacher retention rate will increase from 75% in 2021 to 90% in 2022.

**Evaluation Data Sources:** Campus retention data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of Zavala teachers hired are certified and highly qualified. <b>Strategy's Expected Result/Impact:</b> The campus teacher retention rate will increase to 90% in 2022. <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> There are limited applicants applying for positions within ECISD. <b>Root Cause:</b> The cost of living deters applicants from accepting positions in ECISD.

**Goal 3: Learning Journey:** ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

**Performance Objective 1:** The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

**Evaluation Data Sources:** EOY MAP assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Zavala will implement the district curriculum and required literacy blocks to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> 4% increase of students reading on grade level from BOY MAP to EOY MAP assessment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





Student Achievement
<p><b>Problem Statement 2:</b> Zavala students lack emergent literacy skills and have large literacy gaps according to MAP data. <b>Root Cause:</b> Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.</p>

**Goal 3:** Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

**Performance Objective 2:** The percentage of students reading on grade level in grades PK will increase 4% from the BOY CLI to EOY CLI assessment.

**Evaluation Data Sources:** EOY CLI Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Zavala will implement the district curriculum (Frog Street Press) and required literacy blocks during Circle time to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> 4% increase of students reading on grade level from BOY CLI to EOY CLI assessment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. <b>Root Cause:</b> Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.</p>





**Goal 3:** Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

**Performance Objective 3:** Implement innovative instructional models which enable personalized learning for all students.

**Evaluation Data Sources:** Walkthroughs, lesson plans, MAP growth assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Zavala will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement improves as growth is monitored by both teachers and students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Zavala will implement research-based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Get Your Teach On Strategies, MicroSociety lessons and strategies, Enriched Advanced Academics, and/or Project Based Learning. Teachers will use Brain Pop/Brain Pop Jr., Handwriting Without Tears, Get Your Teach On Strategies, Greg Tang math, Generation Genius Science and Math, MicroSociety lessons and strategies, math manipulatives, and balanced literacy resources/supplies will be purchased for each individual child.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement on MAP assessment and guided reading level.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3</p> <p><b>Funding Sources:</b> BrainPop, guided reading supplies, guided math supplies, Handwriting Without Tears materials, Greg Tang Math, - Title One School-wide - \$30,217</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The principals will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path implementing Relay.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in SCAs and EOY MAP assessment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Zavala Flex aides will pull small groups to work on reading comprehension, leveled reading, and syllables using the LLI curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading comprehension and reading level of students</p> <p><b>Staff Responsible for Monitoring:</b> Flex Aides Instructional Coach Administrators Reading Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> Flex Aide - Title One School-wide - \$25,320</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Zavala staff will facilitate parent/student academic workshops with a focus on reading and math strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading and math comprehension and strategies for students and parents.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Paraprofessionals Instructional Coach Reading Coach Administrators</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Reading and math make and take materials, planners - Title One School-wide - \$1,446</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> Zavala students lack emergent literacy skills and have large literacy gaps according to MAP data. <b>Root Cause:</b> Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.</p>
<p><b>Problem Statement 3:</b> Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. <b>Root Cause:</b> Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. <b>Root Cause:</b> Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.</p>



### Curriculum, Instruction, and Assessment

**Problem Statement 2:** Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress, and intervention. **Root Cause:** Lack of campus-wide data monitoring tool being implemented continually and monitored with fidelity.

**Problem Statement 3:** Teachers receive training with no follow-up training during the year to ensure success. **Root Cause:** Teachers are not able to develop skills and content due to lack of follow-up with training.

### Parent and Community Engagement

**Problem Statement 1:** Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parent involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

# Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	3	2	BrainPop, guided reading supplies, guided math supplies, Handwriting Without Tears materials, Greg Tang Math,		\$30,217.00
3	3	4	Flex Aide		\$25,320.00
3	3	5	Reading and math make and take materials, planners		\$1,446.00
<b>Sub-Total</b>					<b>\$56,983.00</b>
<b>Grand Total</b>					<b>\$56,983.00</b>

# Addendums